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ABSTRACT

This paper provides a model for five-page, self-evaluation reports to be used by projects funded by the New York State Education Department. This five-page model is proposed as an alternative to bulky, time-consuming documents that often suffer from "mismatch, mismanagement, and miscalculation." The report preview explains how to avoid these three problems, then shows how to use this model as a guide for preparing evaluation reports. The paper then leads the reader through the five pages of an evaluation report (overview, objectives achieved, outcomes usable elsewhere, significant highlights, and appendix index pages), illustrating and explaining with examples of each. (KC)

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A MODEL
FOR FIVE-PAGE
EVALUATION REPORTS

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518 474-8940

TO: All Funded Program Coordinators

FROM: Neil Carl
Supervisor

Each funded project is to submit a self-evaluation each year. This evaluation is the responsibility of the program coordinator.

This evaluation is due on August 15, each year.

This booklet gives a model for a five page evaluation report that meets this requirement.

I want to thank Howard Alvir for putting this booklet together and Elliot Lethbridge for field testing this model for a five page evaluation and for providing many of the graphical summaries herein reproduced.

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A MODEL FOR FIVE-PAGE EVALUATION REPORTS

EXPLANATION OF THE REPORT

The INTRODUCTION explains three typical evaluation report problems: namely, MISMATCH, MISMANAGEMENT, and MISCALCULATION.

The point is made that a BRIEF EVALUATION REPORT takes longer to prepare than a lengthy one but a brief report is easier to read and apply.

The BRIEF EVALUATION REPORT must be EASY TO USE, AUTOMATIC, INTERACTIVE, and INEXPENSIVE. In other words, an evaluation report is an explanation rather than a bulky, unreadable document.

This introduction sets the stage for the FIVE-PAGE MODEL which is proposed as a remedy for MISMATCH, MISMANAGEMENT, and MISCALCULATION.

INTRODUCTION

This document, A MODEL FOR FIVE-PAGE EVALUATION REPORTS, is appropriately subtitled, PREPARING DATA BASE REPORTS FOR BUSY EXECUTIVES.

The principles and examples herein presented are designed to provide technical assistance to professional evaluators and administrators in any of the following situations:

SITUATION ONE: MISMATCH

The evaluator is the program manager who has compiled every iota of available data, all of which is important to the program manager.

The executive to whom the program manager reports reacts to the bulky evaluation report with the following statements, or their equivalents:

"What does it all mean?"

"Was it a success or a failure? Why?"

"Where is the evaluation I expected?"

"What's recommended?"

"What's to be done next?"

SITUATION TWO: MISMANAGEMENT

The evaluator is unable to find much good in a project that doesn't live up to the eccentric criteria of the evaluation or to the unarticulated implicit criteria that are discernible only after the fact.

The program manager feels that a good, albeit imperfect, job has been done.

The executive to whom both the evaluator and manager report reacts with the following statements, or their equivalents.

"The program has both strengths and weaknesses!"

"I want to know both sides, the gains and the losses!"

"I want to improve the program's effectiveness."

SITUATION THREE: MISCALCULATION

The evaluator has programmed a computer to produce the following:

a. 200 pages of printouts
b. Matrix tables of correlations and chi-squares
c. Analyses of variance
d. Analyses of co-variance
e. Regression equations
f. Autoregressive analysis of residuals
g. Adjustment for outliers
h. Adjustment for impact factors and a host of other variables

The executive doesn't find this massive output either very usable or very pertinent to the resource allocation decision-making process. The executive quite rightly feels that the common sense meaning of the above techniques is what is needed. Such an explanation will have several characteristics:

a. EASY TO USE: The users of the evaluation report need no special training in statistics or time series analysis.

b. AUTOMATIC: The users should be able to ask questions of the data which the computer automatically answers.

c. INTERACTIVE: The users can adjust the evaluation model to reflect changing priorities.

d. INEXPENSIVE: The users don't have to spend an inordinate amount of time analyzing the evaluation data.

PREVIEW

The PREVIEW explains the intentions of the following pages.

MISMATCHES will be avoided by clearly articulated expectations.

MISMANAGEMENT will be avoided by explicit revision-decision milestones.

MISCALCULATIONS will be avoided by essential data in graphical formats.

The point is made that each section of this document is called a PAGE rather than a chapter or section. This makes the document easier to use. After all, the reader only has to go to the right PAGE for several examples of exactly what is needed by any particular evaluation report. Many more samples are provided than needed by any one report.

Implicit in this PREVIEW is a short definition of an evaluation report. An evaluation report is a coherent collection of an OVERVIEW page, an OBJECTIVES ACHIEVED page, an OUTCOMES USABLE ELSEWHERE page, a SIGNIFICANT HIGHLIGHTS page, and an APPENDIX INDEX page.

More pages might be included. However, these additional pages must be subsumed under the more important essential PAGES referred to in this model for five-page evaluation report.

The following pages are intended to clear up the three preceding problem situations:

A. Any MISMATCH will be remedied by clarifying and articulating the expectations of the busy executive and the workplan of the scientific professional evaluator.

B. Any possible MISMANAGEMENT will be avoided in the project through built-in revision-decision points when partial evaluation data is available and through constant measurement of impact instead of focusing near-sightedly and almost exclusively on procedures decided beforehand.

C. Any possible MISCALCULATIONS will be avoided through constant attention to such questions as:

"Do we need this data?"

"In this form?"

"How soon?"

PREVIEW, continued

The page entitled EVALUATION REPORT OUTLINE gives an overview of the five-page evaluation model.

PAGE ONE gives a list of expectations for the OVERVIEW. It is followed by examples of evaluation reports that meet these expectations.

PAGE TWO gives specifications of the analysis of OBJECTIVES ACHIEVED. It is followed by examples of evaluation reports that meet these specifications.

PAGE THREE gives specifications of OUTCOMES USABLE ELSEWHERE. It is followed by examples of evaluation reports that meet these expectations.

PAGE FOUR gives a list of SIGNIFICANT HIGHLIGHTS. It is followed by an example of an evaluation report that meets these expectations.

PAGE FIVE gives specifications for the APPENDICES. It is followed by examples of evaluation reports that meet these expectations.

EVALUATION REPORT OUTLINE

PAGE ONE:
OVERVIEW

PAGE TWO:
OBJECTIVES ACHIEVED

PAGE THREE:
OUTCOMES (USABLE ELSEWHERE)

PAGE FOUR:
SIGNIFICANT HIGHLIGHTS (ANALYTIC CONTENTS)

PAGE FIVE:
APPENDICES (INDEX)

The following five PAGES have one purpose: each page lists typical items that would be appropriate for each page in a five-page evaluation report.

It goes without saying that individual evaluation reports will often have more than five pages. In this case, each PAGE should be considered a section in the local evaluation report. This document uses the term PAGE instead of section to insist on brevity.

PAGE ONE: OVERVIEW

A. PAGE ONE will provide an overview of the significant achievements that have occurred during the project funding period.

B. Specific accomplishments will be described and detailed.

C. Emphasis will be placed on concise quotable appraisals.

D. Public impact will be recognized and placed in perspective.

Samples A, B, and C represent examples of what PAGE ONE: OVERVIEW could look like. These samples appear on pages 14 through 16 of this report.

·PAGE TWO: OBJECTIVES ACHIEVED

A. Two types of objectives implicit in the proposal.

1) Pre-specified objectives implicit in the proposal.

2) Process-derived and community-generated objectives implicit in the results of the pre-specified needs analysis.

B. Each objective will be documented with a specific, observable, and measurable outcome directly resulting from the funded project.

Samples D and E respresent examples of what PAGE TWO: OBJECTIVES ACHIEVED could look like. These samples appear on pages 18 through 20 of this report.

PAGE THREE: OUTCOMES USABLE ELSEWHERE

A. Success in "networking" (the multiplier effect) should be described and detailed.

B. Forms, reports, and documents that can be disseminated should be identified by contents and availability.

Samples F and G represent examples of what PAGE THREE: OUTCOMES USABLE ELSEWHERE could look like. These samples appear on pages 21 through 27 of this report.

PAGE FOUR: SIGNIFICANT HIGHLIGHTS

A. Highlights should zero in on such success as:

1. Legislation
2. Communications
3. Publicity
4. Publications
5. Economics
6. Service
7. Models
8. Processes
9. Procedures
10. Impact

B. The style here should be:

1. Brief
2. Factual
3. Documentable
4. Analytic

Sample H represents an example of what PAGE FOUR: SIGNIFICANT HIGHLIGHTS could look like. This sample appears on pages 28 and 29 of this report.

PAGE FIVE: APPENDICES

A. Head counts will be provided in an accumulated count that covers data, people, and things.

B. The data will be presented graphically as well as numerically.

C. Human interest items should be highlighted.

D. Complete and bulky documents should be included here and abstracted in the SIGNIFICANT HIGHLIGHTS section.

Samples I, J, K, L, M, N, and O represent examples of what PAGE FIVE: APPENDICES could look like. These samples appear on pages 30 through 36 of this report.

SAMPLES OF PAGE ONE: OVERVIEW

Principle 1: A good evaluation report should have an overview page.

Principle 2: This overview page may have several different formats.

Several format examples are given in this section.

The overview may be an EXECUTIVE SUMMARY.

The overview may be a HIGHLY ORGANIZED FORMAT.

The overview may be a SIMPLIFIED FLOWCHART.

The following pages provide examples of these different types of one page overviews.

Principle 3: The overview page should be limited to one page. Only serious considerations will justify longer overview sections.

Principle 4: A draft overview page should be written before the final draft of the documented evaluation report is assembled.

Principle 5: The final version of the overview page should be written only after the final version of the evaluation report is completed.

PAGE ONE: OVERVIEW

Sometimes the page one OVERVIEW takes the form of an executive summary as in the example below.

An executive summary is terse and to the point. It tells the busy executive no more than is necessary for immediate action such as reporting, awareness, articulation, funding, press releases, summarization, classification, support, or future reference.

Executive Summary

1. Researchers have found that effective mainstreaming programs for occupational education in secondary public schools have certain administrative practices in common.

2. The most important observable common practices were:

Rank	Practice
1st	ORGANIZATION AND STRUCURE OF PROGRAM
2nd	PROFESSIONAL TRAINING ACTIVITIES
3rd	PERSONNEL
4th	DESIGN OF MAINSTREAMED PROGRAM
5th	SUPPORT SERVICES
6th	COMMUNITY AND STATE RELATIONS

3. Other areas were investigated; namely, PREPARATION FOR ACCEPTANCE OF PROGRAM; EVALUATION OF PROGRAM; and FACILITIES/COST. However, these administrative practices were about equal in all programs visited and thus did not significantly differentiate between the most effective and the least effective mainstreaming programs.

4. Related research is summarized in two bibliographies from which one conclusion emerges: the acid test of mainstreaming is success in getting and keeping a worthwhile job on the part of the handicapped individual.

5. Nine practical dimensions of mainstreaming are identified.
   - A. Definition
   - B. Philosophy
   - C. Size of Program
   - D. Flexibility
   - E. Curriculum (Three Tier Sequences)
   - F. Support Services
   - G. Coop Education
   - H. Evaluation
   - I. Target Population

PAGE ONE: OVERVIEW

Here is a sample of what PAGE ONE: OVERVIEW might look like.

It conveys much information in a highly organized format.

PROJECT FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY (SETON HALL PROGRAM)

descriptors Parent Education
Parent Child Relationship
Basic Skills

target audience Parents, and children ages 4-5 -- Mainstreaming, Special Education, Title I.

description *A program that prepares the parent to be the child's first and most significant teacher.*

A child's capacity to learn is not entirely inherited, but is developed. Most of a child's basic intelligence is formed by the time he/she reaches school age. Parents are very effective educators, but need information on teaching methods and materials. Home environment has a greater effect on academic achievement than does the quality of the school. A warm, intimate, and continuous loving and sharing can grow from the parent's role as first teacher. Such relationships with parents give the child support, confidence, motivation, and feelings of self-worth basic to continuous success in education. This is the philosophy that has been fundamental to District 742's venture in Early Childhood/Family Education. It has evolved, beginning at Seton Hall with four-year-olds and their parents, and expanding to include sites at all elementary schools in the district. This activity is funded by Adult Vocational Education, Community Education.

Family Oriented Structured Preschool Activity is designed to involve all parents and their four-year-old children in preschool activities that stimulate and reinforce interaction in the family. Parents accompany their child to the neighborhood elementary school once a week from September to May for a two-hour session. While at school, parents work and play with their children at learning stations set up in basic skill areas, within an environment designed to meet the developing needs of the whole child. Parents observe formal model teaching and informal child-teacher interaction. They participate in a discussion group facilitated by a parent educator where they receive support and information. In this supportive, caring environment, they learn how to be with their child as they teach. They receive home-activity kits designed to provide parent-child interaction and growth in basic skill areas.

(Funds have been provided by two private foundations to begin development and implementation of a new program in the Fall of 1977 serving parents of children from 0-4 years of age.)

assurances/claims Evidence for cognitive growth of the child is clear. The evaluation design measures the number of skills participants have when entering and leaving the program. Of 22 skills assessed, participants possessed over 25% more than comparison group. Parents indicated gains in personal development, parent-child relationships, their roles as parents and teachers, and their ability to use the community as a learning resource.

implementation requirements An adoption could consist of use of a part of the total process and some of the materials (to be negotiated). Staff: a parent educator and a teacher or teacher assistant. This staff can be part- or full-time, depending on number of families. Example: 30 families = three groups at two hours of contact time per week, for a total of six hours. Facilities: a room for parent discussion group. Training: a two- or three-day workshop.

financial requirements Materials: A guide to establishing and directing the program, $24; In-Center Learning Stations, $4; Children's Room Curriculum, $6; Parent Discussion-Group Curriculum, $6; At-Home Activity Kits, $25. Equipment: for Learning Stations, $190; for one set of Activity Kits, $152. Staffing: Parent educator (professional) part-time, teacher assistant (nonprofessional or professional), part-time.

services available An NDN-funded Developer/Demonstrator project.

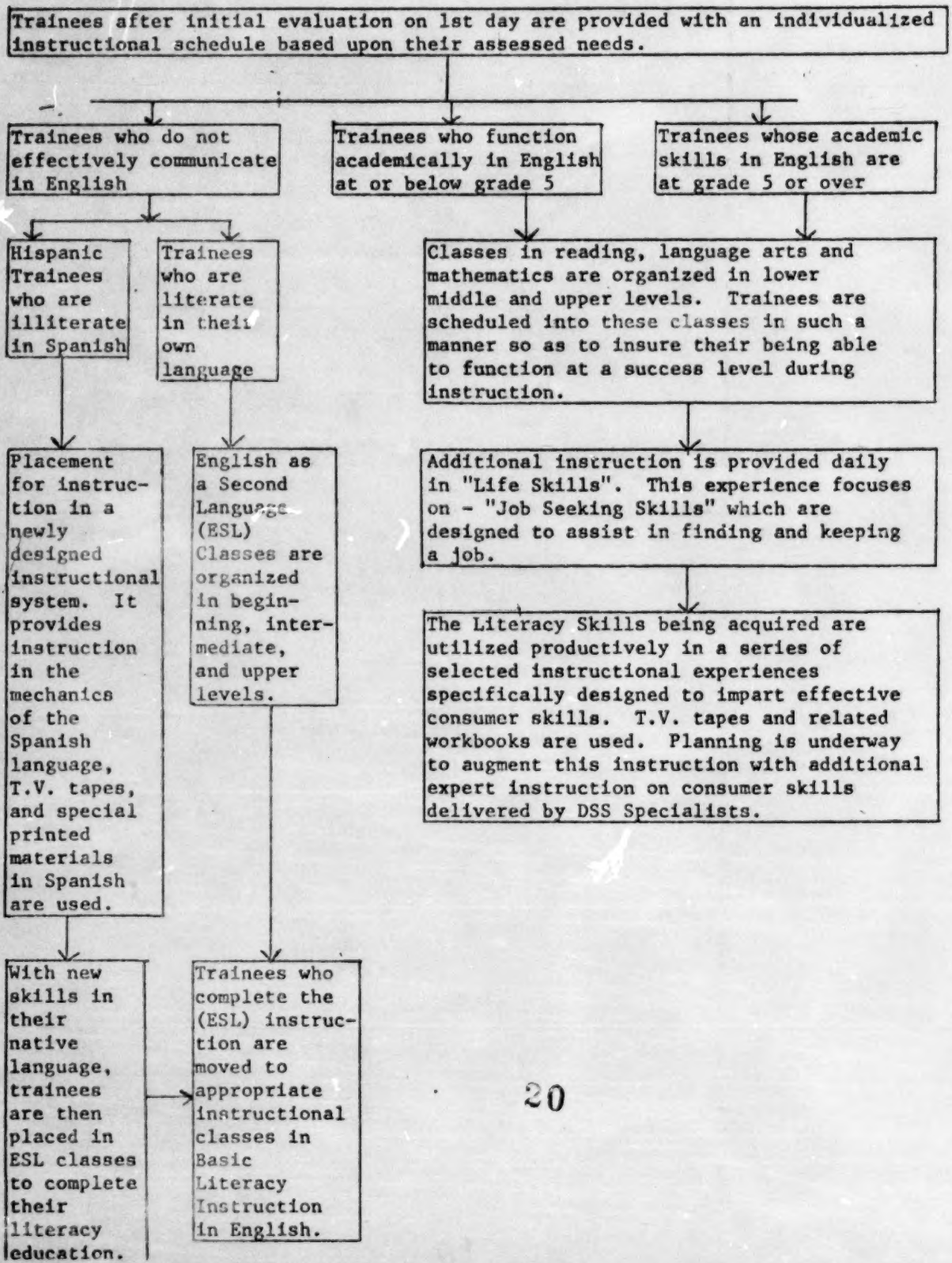
Awareness materials are available at no charge. Visitors are welcome Tuesdays 9:00-3:00 by appointment. One-day in-depth awareness presentations are available for out-of-state meetings (costs to be arranged). Three-day training workshops are available at project site monthly except December. Two-day training workshops can be conducted at adopter site (costs to be arranged).

SAMPLE C

PAGE ONE: OVERVIEW

This sample PAGE ONE is in the form of a flowchart which shows how each student is tested, diagnosed, instructed, and terminated.

Curricular Overview Of Instruction


Trainees after initial evaluation on 1st day are provided with an individualized instructional schedule based upon their assessed needs.
Trainees who do not effectively communicate in English
Trainees who function academically in English at or below grade 5
Trainees whose academic skills in English are at grade 5 or over
Hispanic Trainees who are illiterate in Spanish
Trainees who are literate in their own language
Classes in reading, language arts and mathematics are organized in lower middle and upper levels. Trainees are scheduled into these classes in such a manner so as to insure their being able to function at a success level during instruction.
Placement for instruction in a newly designed instructional system. It provides instruction in the mechanics of the Spanish language, T.V. tapes, and special printed materials in Spanish are used.
English as a Second Language (ESL) Classes are organized in beginning, intermediate, and upper levels.
Additional instruction is provided daily in "Life Skills". This experience focuses on - "Job Seeking Skills" which are designed to assist in finding and keeping a job.
The Literacy Skills being acquired are utilized productively in a series of selected instructional experiences specifically designed to impart effective consumer skills. T.V. tapes and related workbooks are used. Planning is underway to augment this instruction with additional expert instruction on consumer skills delivered by DSS Specialists.
With new skills in their native language, trainees are then placed in ESL classes to complete their literacy education.
Trainees who complete the (ESL) instruction are moved to appropriate instructional classes in Basic Literacy Instruction in English.

SAMPLES OF PAGE TWO: OBJECTIVES ACHIEVED

Principle 1: When in doubt, leave it out.

Principle 2: Match objectives with outcomes.

Principle 3: Separate summaries from lengthier descriptions.

Principle 4: Summaries must be both clear and concise.

Principle 5: A total stranger to the project is the best judge of clarity and conciseness.

Principle 6: Most successful summaries and examples are the result of teamwork. In short, original and unclear summaries are inferior to borrowed, transposed, and rewritten summaries that are crystal clear.

Principle 7: No effective summary--including this one--can really claim to be one hundred per cent original. There is always a certain amount of collaboration present.

For example, the samples presented herein are reprinted thanks to the permission of the authors to whom this writer has given assistance at one time or another. A special thanks is given to these individuals who accepted the criticism that made their samples into truly model examples that should be imitated by others.

SAMPLE D

PAGE TWO: OBJECTIVES ACHIEVED

Here is a sample of what PAGE TWO: OBJECTIVES ACHIEVED might look like.

Obviously, one rule was applied here, "When in doubt, leave it out" since complete details are available elsewhere in the report.

There are many learning aids available to improve instruction, vary classroom procedures and stimulate learning. Television is one of these aids with potential to supplement regular classroom instruction and increase instructional efficiency. The study sought to determine if business education teachers are utilizing television in their instruction.

Objectives

Specific information was requested to answer the following questions:

1. Is enrichment television used as part of regular classroom instruction?
2. Is open-circuit television used to present programs broadcast by educational television stations?
3. Is closed-circuit television used to present specific video-taped course instruction?
4. Is cable television available for transmission of educational programs into the school system?

Outcomes

1. There was a lack of television utilization by business teachers in spite of its accessibility.
2. The most common cited piece of television equipment supplied for classroom use was the receiver. Few business teachers have other equipment such as video-tape recorders and cameras available to them at all times.
3. There appear to be two limiting factors to greater use of television: (1) the slight relationship of program material to the classroom concerns and (2) inconvenient scheduling.

SAMPLE E

PAGE TWO: OBJECTIVES ACHIEVED

Here is a sample of PAGE TWO: OBJECTIVES ACHIEVED, entitled Evaluation of the Project.

The following page entitled Matching Outcomes to Stated Goals elaborates the following sample with specific local data.

Evaluation of the Project

The goals for this project were established by in-put and final staff review of the Department of Social Services, the Adult Education Center and the New York State Education Department. All of the following goals were satisfactorily met. Page 23

	Goal	Outcome
1.	Refer approximately 60 clients each alternate week.	53
2.	Identify the completion percentage of trainees.	62%
3.	Develop Voc/Ed profiles on all completing trainees.	100%
4.	Refer eligible trainees for extended literacy training.	67%
5.	Provide consumer knowledge training.	Completed
6.	Provide information to enable trainee to make career decisions.	Completed
7.	Match completing trainees to appropriate public works slots, employment, and/or skill training assignments.	85%

The above evaluation is completely explained on the following page.

SAMPLE E, continued

PAGE TWO: OBJECTIVES ACHIEVED

Matching Outcomes to Stated Goals

Goals	Outcomes
1. Refer approximately 40-80 clients alternate weeks.	Referrals to the first 11 training cycles averaged 53 on alternate weeks.
2. Identify a completion percentage of trainees enrolled.	The completion percentage of the total trainee enrollment was 62%.
3. Develop Vocational/Educational profiles on trainees completing cycles which indicate current and potential functioning.	Vocational/Educational Profiles were developed on 100% of the trainees completing the cycles.
4. Refer for extended Literacy Training functioning at or below 5th grade, and trainees needing English as a Second Language Instruction.	67% of the total trainees eligible and completing the cycles and who could benefit from training were placed in extended Literacy Training.
5. Provide information to enable trainees to identify consumer problems and the skills needed to deal with them.	Formal lessons on Consumer Skills were presented. Plans are to supplement with community experts.
6. Provide information designed to enable trainees to make more effective Vocational and career decisions.	The Vocational/Educational profiles indicates trainees vocational and career potential and preference.
7. Utilizing the Vocational/ Educational Assessment Report and recommendations; appropriately match trainees to Public Work Slots, Employment and Skill Training.	85% of the total trainees were referred to a variety of next steps assignments.

This reprint of page 23 is explained on the preceding page.

SAMPLES OF PAGE THREE: OUTCOMES USABLE ELSEWHERE

Here is a sample of what PAGE THREE: OUTCOMES USABLE ELSEWHERE might look like.

It helps the reader arrive at a rapid and accurate answer to the question, "How can I use this in my local program?"

The ANONYMOUS DEMOGRAPHIC FORM can be used to analyze one's own program and to compare it to allegedly similar programs.

If the STUDENT DEMOGRAPHIC PROFILES match, it is more likely that both programs respond to similar student needs.

The PROFILE prepared from the above anonymous demographic form is on the following page. This profile can be photocopied and completed with local data.

ANONYMOUS DEMOGRAPHIC FORM

DIRECTIONS: Check one item in each group.

Group I	Group II	Group III
___Male	___White	___16-24 years
___Female	___Black	___25-34 years
	___Hispanic	___35-44 years
	___Other	___45-54 years
		___55-64 years
		___65 + years

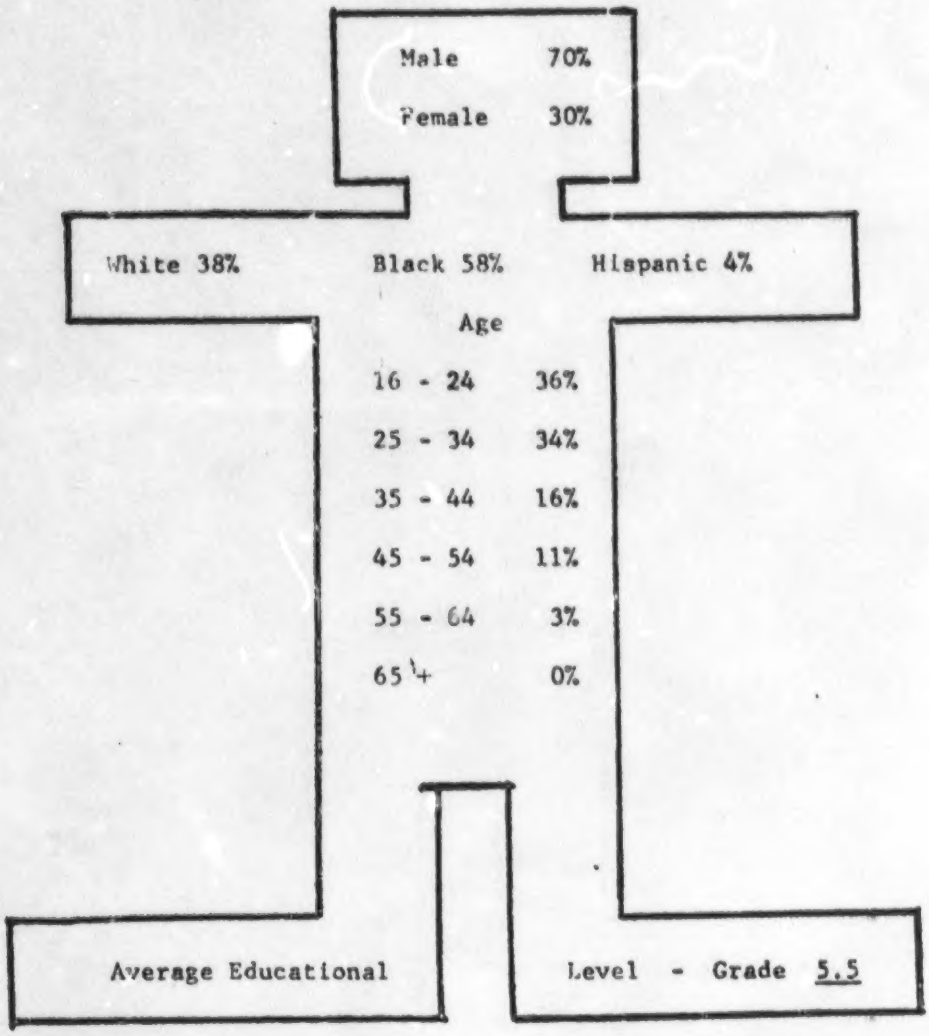
Group IV

___grade 1	___grade 4	___grade 7	___grade 10
___grade 2	___grade 5	___grade 8	___grade 11
___grade 3	___grade 6	___grade 9	___grade 12
			___grade 13 +

SAMPLE F, continued

PAGE THREE: OUTCOMES USABLE ELSEWHERE

STUDENT DEMOGRAPHIC PROFILE



This reprint of page 16 is explained on the previous page.

-16-

SAMPLE G

PAGE THREE: OUTCOMES USABLE ELSEWHERE

This TYPICAL EVALUATION FORM can be used to compute gain scores.

The sample values illustrate one way to compute quantified gain scores.

TYPICAL EVALUATION FORM
For Gain Score Documentation

These examples show how different gain scores have been calculated.

	EVALUATION RATING									
	Before the Presentation, I KNEW				After the Presentation, I KNEW					
	NOTHING	VERY LITTLE	BASIC FACTS	A LOT	EVEN LESS	VERY LITTLE	BASIC FACTS	A LOT	EVEN MORE	GAIN
1. Presentation by KEYNOTE SPEAKERS		X					X			+1
A. TOPIC ONE			X					X		+1
B. TOPIC TWO										0
C. TOPIC THREE		X				X				0
2. Session I: I attended: X ABC ___ DEF ___ GHI (check one)		X						X		+2
3. Session 2: I attended: ___ ABC X DEF ___ GHI (check one)			X			X				-1
4. Small Group Discussions	-1	-2	-3	-4	+1	+2	+3	+4	+5	

These values help quantify the gain score.
27

PAGE THREE: OUTCOMES USABLE ELSEWHERE

This page demonstrates one way to tabulate and analyze the preceding page entitled TYPICAL EVALUATION FORM which is used to compute individual gain scores. This page shows unweighted negative percentages and weighted positive percentages.

Evaluation Items	GAIN SCORES								Percent of No Gain Evaluators	+ Points	Number of Evaluators	+ (%) Average
	NO GAINS				POSITIVE GAINS							
	-3	-2	-1	0	+1	+2	+3	+4				
1	0	1	1	28	29	2	0	0	-49	+33	61	54
1A	1	2	1	32	21	4	0	0	-59	+29	61	42
1B	0	0	2	25	29	5	0	0	-44	+39	61	63
1C	1	1	1	19	34	4	0	1	-36	+46	61	72
2. ABC	0	0	1	5	14	0	0	0	-30	+14	20	70
DEF	0	0	1	5	10	1	0	0	-50	+12	17	71
GHI	0	0	3	3	11	7	0	0	-25	+25	24	104
3. ABC	0	0	2	6	2	0	0	0	NA	+ 2	10	NA
DEF	0	0	1	5	20	2	0	0	-21	+24	28	86
GHI	0	0	0	4	16	3	0	0	-17	+22	23	96
4	1	0	2	14	36	7	1	0	-28	+53	61	84
This identifies each session on the agenda.	This shows the distribution of those who reported no gains.				This shows the distribution of positive gains.				This shows how many evaluators reported no gain.	This shows all gains reported by all evaluators.	This shows the number of evaluators.	This shows the average gain made by an evaluator.

NA = Not Available (Not Enough Evaluators)

SAMPLE G, continued

PAGE THREE: OUTCOMES USABLE ELSEWHERE

This page is another sample of the preceding page.

Evaluation Items	GAIN SCORES								No Gains %	+ Points	Number	% Gain (Weighted)
	NO GAINS				POSITIVE GAINS							
	-3	-2	-1	0	+1	+2	+3	+4				
1	0	0	0	37	9	5	0	0	-73	+19	51	37
1A	0	0	0	23	18	10	0	0	-45	+38	51	75
1B	0	1	0	23	21	6	0	0	-47	+33	51	65
1C	0	0	0	27	17	7	0	0	-53	+31	51	61
2.												
ABC	0	0	0	7	6	0	0	0	-54	+ 6	13	46
DEF	0	0	0	11	9	2	0	0	-50	+13	22	59
GHI	0	0	0	3	9	3	1	0	-19	+18	16	113
3.												
ABC	0	0	0	6	3	3	0	0	-50	+ 9	12	75
DEF	0	0	0	8	9	3	0	0	-40	+15	20	75
GHI	0	0	0	6	10	2	1	0	-32	+17	19	89
4.	0	0	1	31	13	6	0	0	-63	+25	51	49

PAGE THREE: OUTCOMES USABLE ELSEWHERE

This page gives an example of one way to interpret the two preceding pages of data.

PAGE ONE

FACT: For evaluation item number 1, there are 28 zero gain scores, 1 minus one gain score, and 1 minus two gain score. This adds up to 30 no gain evaluators. This gives a percentage of 49% out of the 61 evaluators.

INTERPRETATION: This means that 49% of the evaluators experienced no gain directly attributable to item number 1.

FACT: For evaluation item number 1C, there are 34 plus one gain scores, 4 plus two gain scores, and 1 plus four gain score. This adds up on a weighted basis to plus 46 which is the total of 34, 8, and 4. This gives a positive percentage of 72% when 46 points is divided by 61 evaluators.

INTERPRETATION: This means that item 1C was rated 72% effective. This correlates well with 36% negative or no gain evaluators. Thus, item 1C was the highest rated in section one.

FACT: Comparing the 2nd and 3rd items in all their subparts reveals that the no gain percentages are lower in item 3. Similarly, the positive gain percentages are higher in item 3.

INTERPRETATION: The am sessions were less successful than the pm sessions which were repeated. Thus, item 2 (am sessions) improved in the repetitions evaluated in item 3 (pm sessions).

PAGE TWO

FACT: In the minus one no gain column, only 1 evaluator is listed. This is much less than on page one for the similar minus one column.

INTERPRETATION: Page two reveals that the workshop received less negative evaluation on day two for the same speakers in the same sessions. Thus, the feedback from day one improved day two.

FACT: In the plus two gain column, there are more positive evaluations than on day one. This gives a higher percentage since there were 61 evaluators on day one but only 51 evaluators on day two.

INTERPRETATION: Day two was more successful. Day two aroused more positive attitude and knowledge gains than day one. Speakers were able to use the negative ratings from day one to pinpoint and correct certain weaknesses in day one presentations. This improvement was immediately picked up by evaluators who were themselves listeners to the speakers.

FACT: The zero gain column for day two contains many blank forms.

INTERPRETATION: The no gain percentage for day two must be interpreted to mean simply that not all evaluators filled in each evaluation item.

SAMPLE G, continued

PAGE THREE: OUTCOMES USABLE ELSEWHERE

This evaluation form can be reproduced to compute gain scores and evaluations similar to the ones on the preceding pages.

	EVALUATION RATING									
	Before the Presentation, I KNEW				After the Presentation, I KNEW					
	NOTHING	VERY LITTLE	BASIC FACTS	A LOT	EVEN LESS	VERY LITTLE	BASIC FACTS	A LOT	EVEN MORE	
1. Presentation by (OVERALL)										
A.										
B.										
C.										
2. Session I: I attended: ____ ____ ____ (check one)										
3. Session 2: I attended: ____ ____ ____ (check one)										
4. Small Group Discussions										

SAMPLES OF PAGE FOUR: SIGNIFICANT HIGHLIGHTS

Here is a sample of what PAGE FOUR: SIGNIFICANT HIGHLIGHTS might look like.

It emphasizes the main ideas and identifies the location of detailed information.

Part I Analytical Summary

Significant Findings Of This Project	For More Details See
Community Agencies Sharing Resources The DSS designated the ABE program as a public works site. This facilitated the referral of an average of 54 welfare clients, alternate weeks for the Vocational/Educational Assessment Project (V-EA). During the period covered by this report 3/15/77 to 10/3/77, a total of 754 trainees were enrolled.	Page 15
Demographic Profile of Welfare Training The demographic make-up of this group of 754 welfare trainees is substantially different than the ABE students. 70% of the group are male, 38% are white and 56% are black, with 4% Hispanic. The age of the group is quite young, with 70% being age 34 or under.	Page 16
Average Reading Level of Trainees at Entry Approximately 15% of the group were at grade level of 0-2, 22% at grade level of 3-4, 24% at grade level of 5-6, 61% of the group were at below grade 6, with 39% at or above grade 7-9.	Page 17
Geographic Distribution of County Welfare Recipients Of the total trainees, 88% reside in the seven major cities of the county. The remaining 12% reside in thirty other communities in Westchester County.	Page 18
Pre-Post Academic Progress of Trainees The reading gain averaged 1 year and 6 months and arithmetic gain averaged 1 year and 3 months. This amount of academic gain for an instructional period of 100 class hours can be considered outstanding.	Page 19

PAGE FOUR: SIGNIFICANT HIGHLIGHTS

Significant Findings Of This Project (continued) | For More Details See

Project Completion Rate

A total of 62% of the trainees completed the 6 week assessment cycle. This can be considered to be significant when taking into account the previous, uninvolved status of the unemployed welfare recipient. Page 20

Program Impact

As a direct result of the DSS on-site case work team end-of-cycle interviews, 47% of the trainees were placed in the Public Works Program, 30% were retained at the Center for extended literacy instruction; 19% were referred for re-evaluation, 2% were employed and 2% were assigned to job-training. Page 22

For purposes of specific examples, certain of the SAMPLE PAGE FIVE's found in the next section reproduce outstanding models of the information referred to in the FOR MORE DETAILS SEE column.

Thus, page 20 is referred to above.
Then, page 20 will be found in the SAMPLE PAGE FIVE section.

The same thing is true of the pages referred to in the FOR MORE DETAILS SEE column on the preceding page.

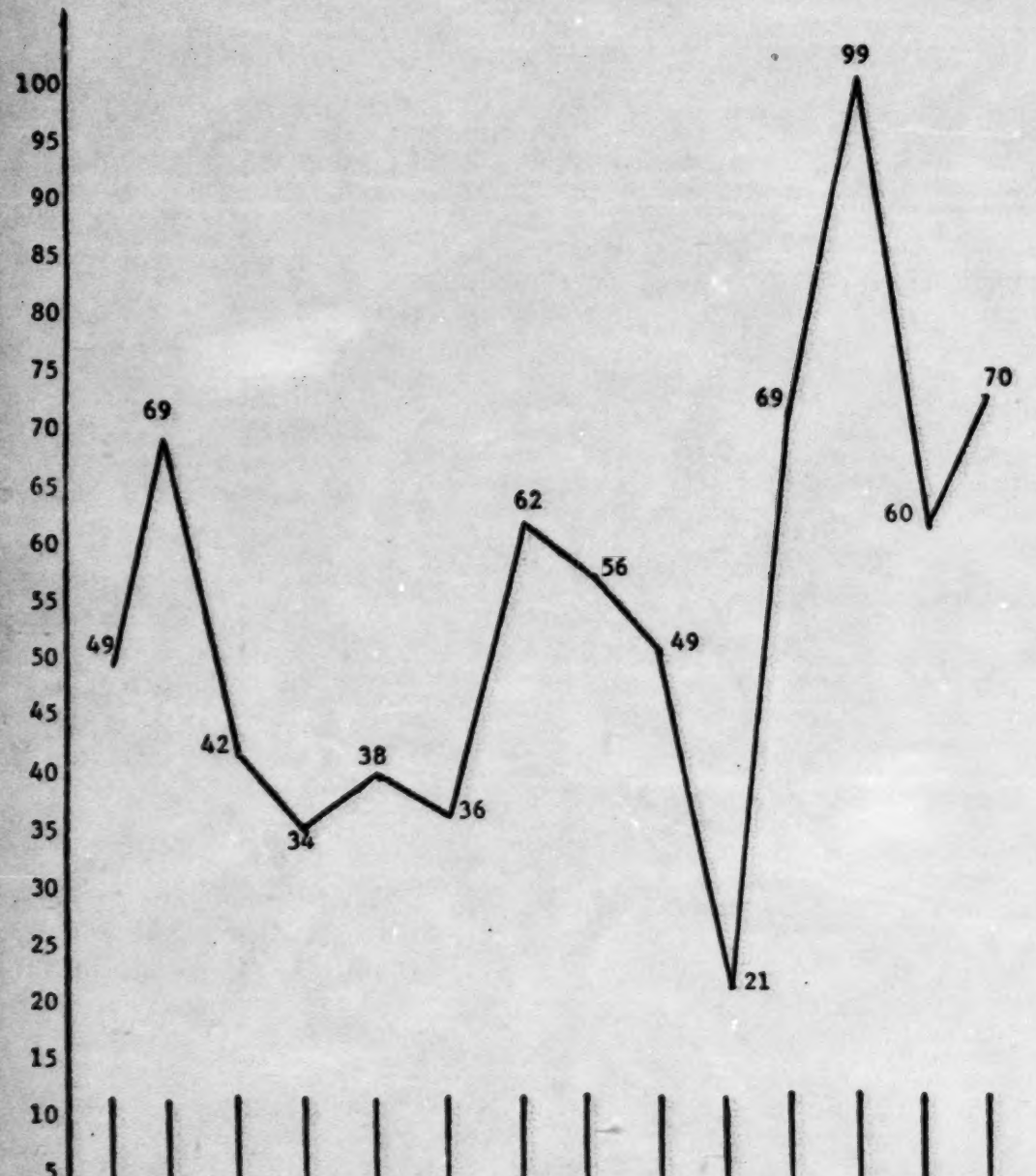
SAMPLE I

SAMPLES OF PAGE FIVE: APPENDICES

Here is a sample of what PAGE FIVE: APPENDICES might look like.

TRAINEE ENROLLMENT RATE

New groups of trainees are referred for enrollment each alternate Monday.



ites																
/cle	Mar	Mar	Apr	Apr	May	May	May	May	July	July	Aug	Sept	Sept	Oct	Average	Total
irts	15	18	11	18	2	9	23	31	5	18	1	7	19	3	for each	Enrolled
/cle	1	2	3	4	5	6	7	8	1	2	3	4	5	6	Cycle	
#	(1977 ---------- 1977)								(1977 ---------- 1977)						54	754

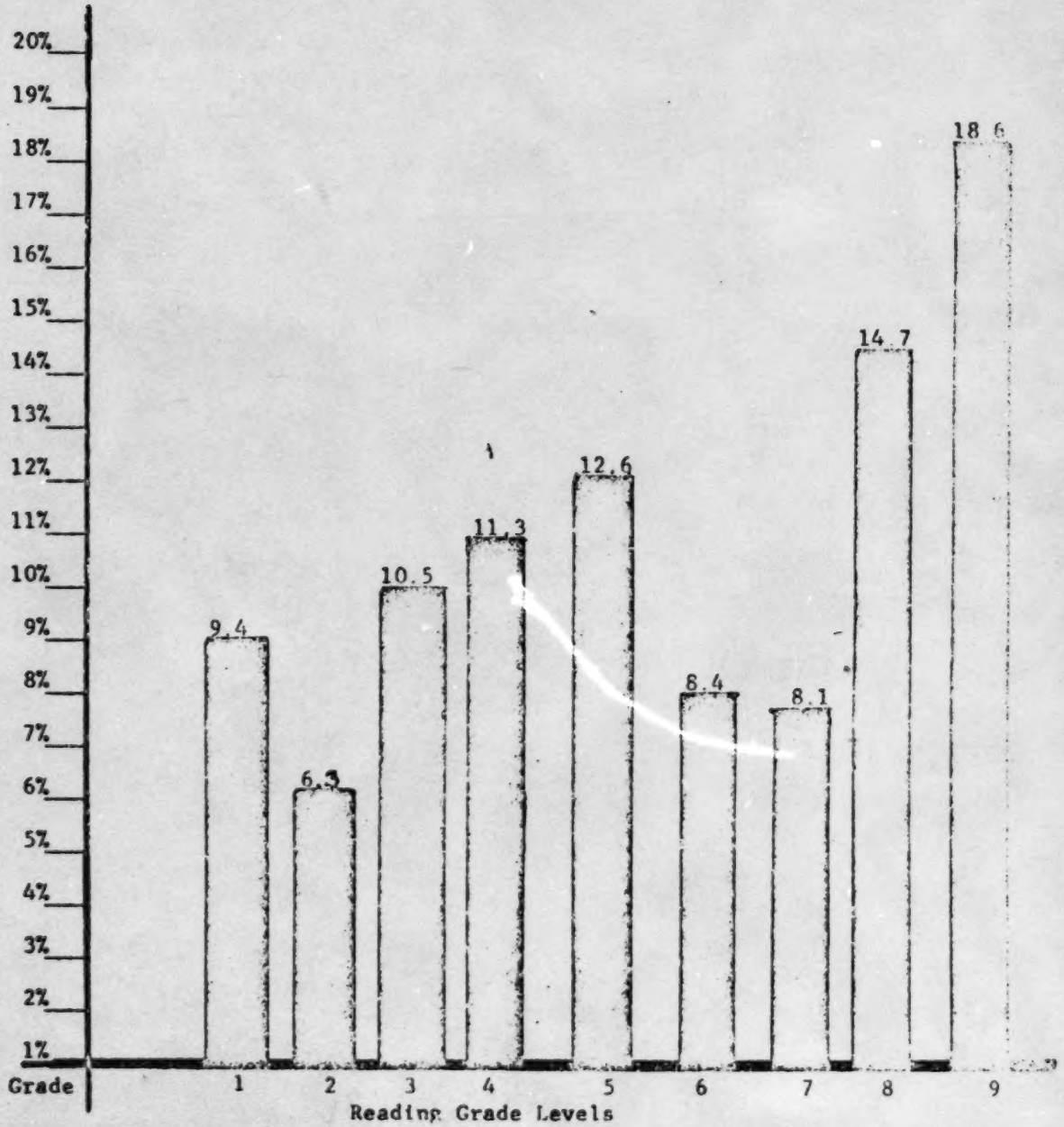
SAMPLE J (31)

PAGE FIVE: APPENDICES

Here is another sample of what PAGE FIVE: APPENDICES might look like.

It saves the reader the time and effort.

AVERAGE READING LEVEL OF TRAINEE AT ENTRY



SAMPLE K

PAGE FIVE: APPENDICES

APPENDIX CHART

TRAINEE RESIDENCE IN WESTCHESTER COUNTY

Mt. Vernon	159	Bedford Hills	3
Yonkers	131	Croton-on-Hudson	2
White Plains	98	Shruboak	2
Portchester	68	Hastings-on Hudson	2
Peekskill	52	Somers	1
New Rochelle	31	Bronxville	1
Ossining	26	Eastchester	1
Tarrytown	14	Scarsdale	1
Elmsford	10	Mamaroneck	1
Yorktown	7	Larchmont	1
Montrose	6	Briarcliff	1
North Tarrytown	6	Crompound	1
Mt. Kisco	6	Valhalla	1
Pelham	5	Chappaqua	1
Dobbs Ferry	5	Bronx	1
Hartsdale	4	Manhattan	1
Mohegan Lake	3	South Salem	1
Verplanck	3	Thornwood	1

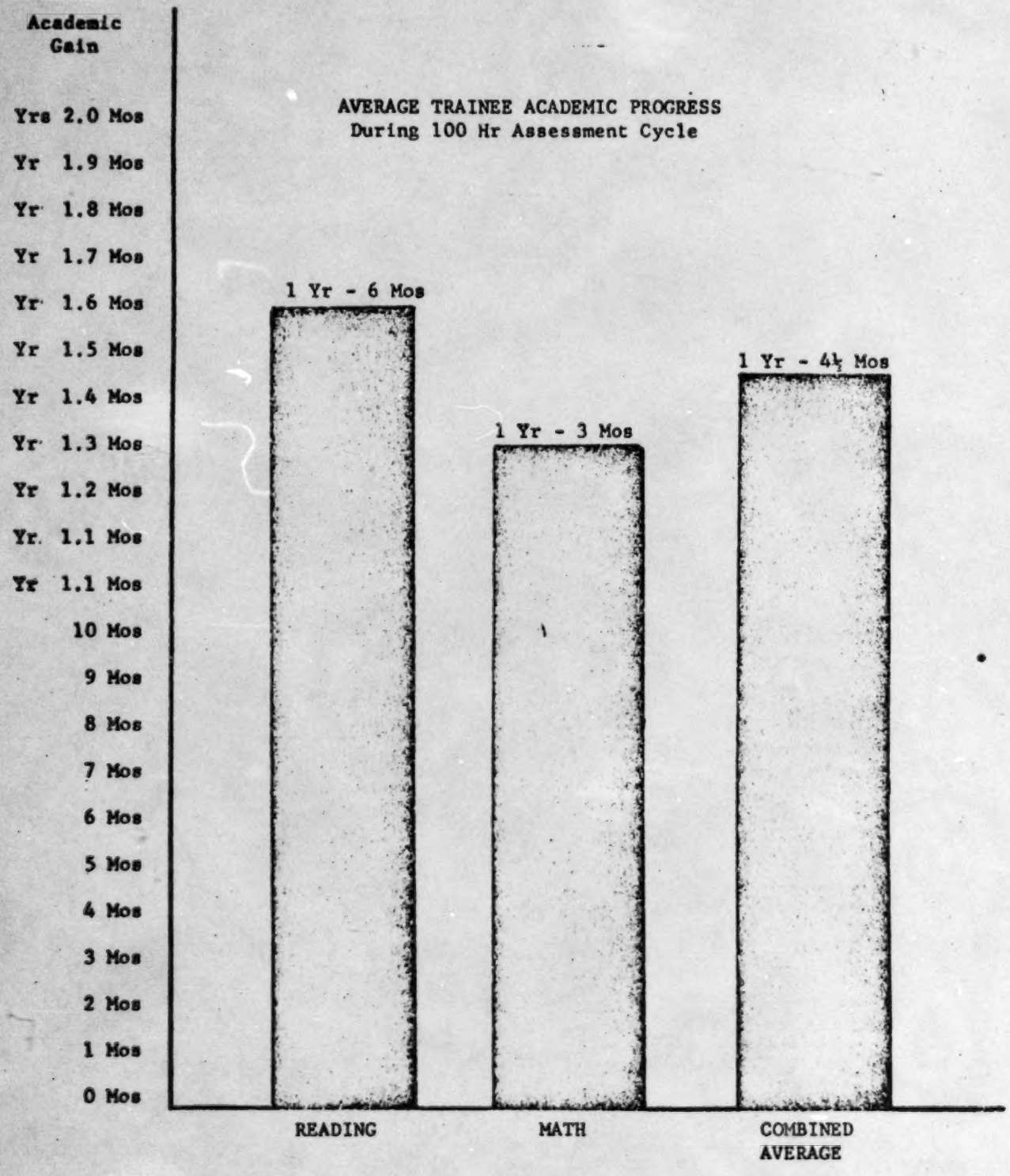
Rye/Harrison 2

Covers Period- from 3/15/77 - 9/19/77

SAMPLE L

PAGE FIVE: APPENDICES

Here is another sample of what PAGE FIVE: APPENDICES might look like.

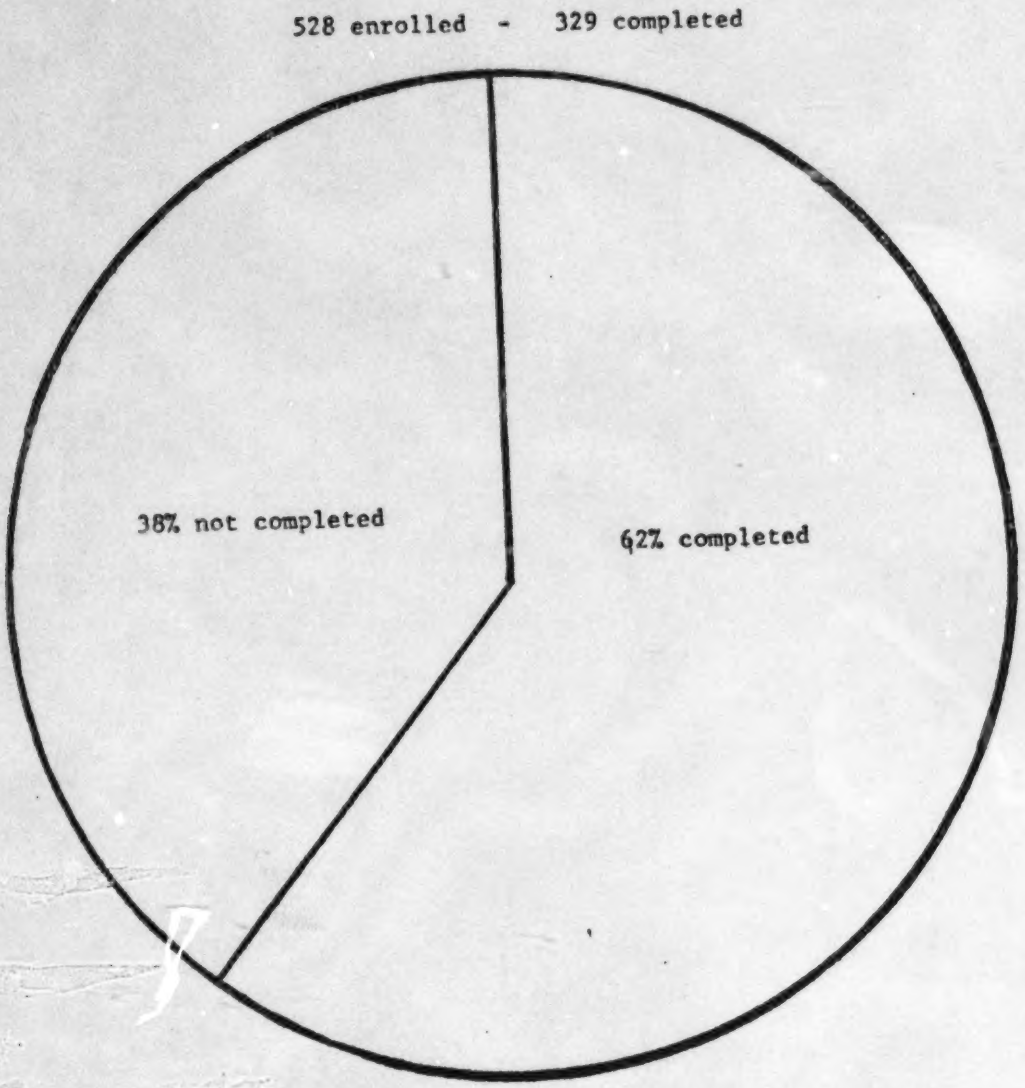


PAGE FIVE: APPENDICES

Here is still another sample of what PAGE FIVE: APPENDICES might look like.

It saves the reader the time and effort necessary to flip through the appendices.

TRAINEES' COMPLETION RATE



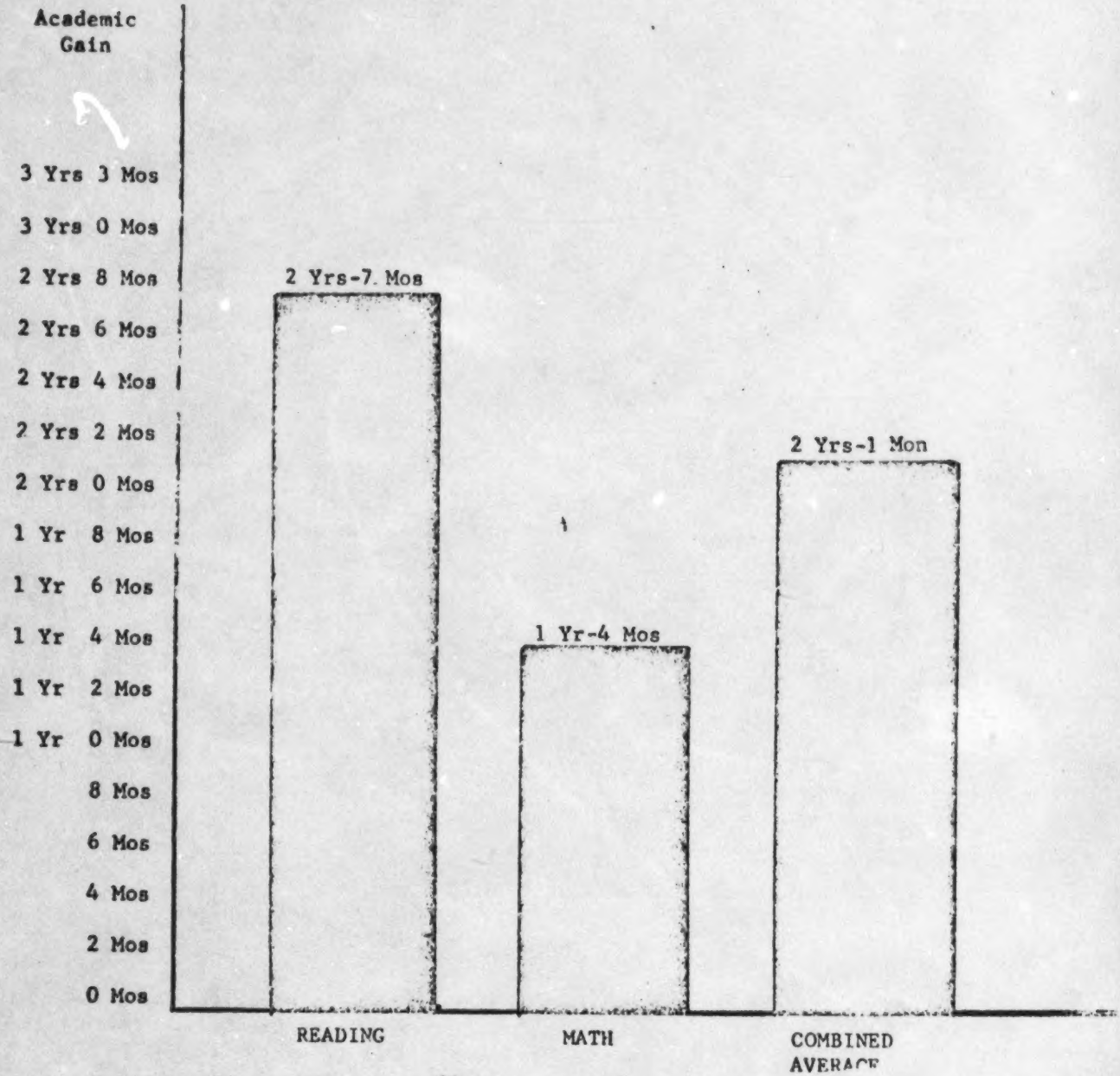
38

SAMPLE N

PAGE FIVE: APPENDICES

APPENDIX GRAPH

ACADEMIC PROGRESS OF TRAINEES
Retained for Extended Literacy Instruction



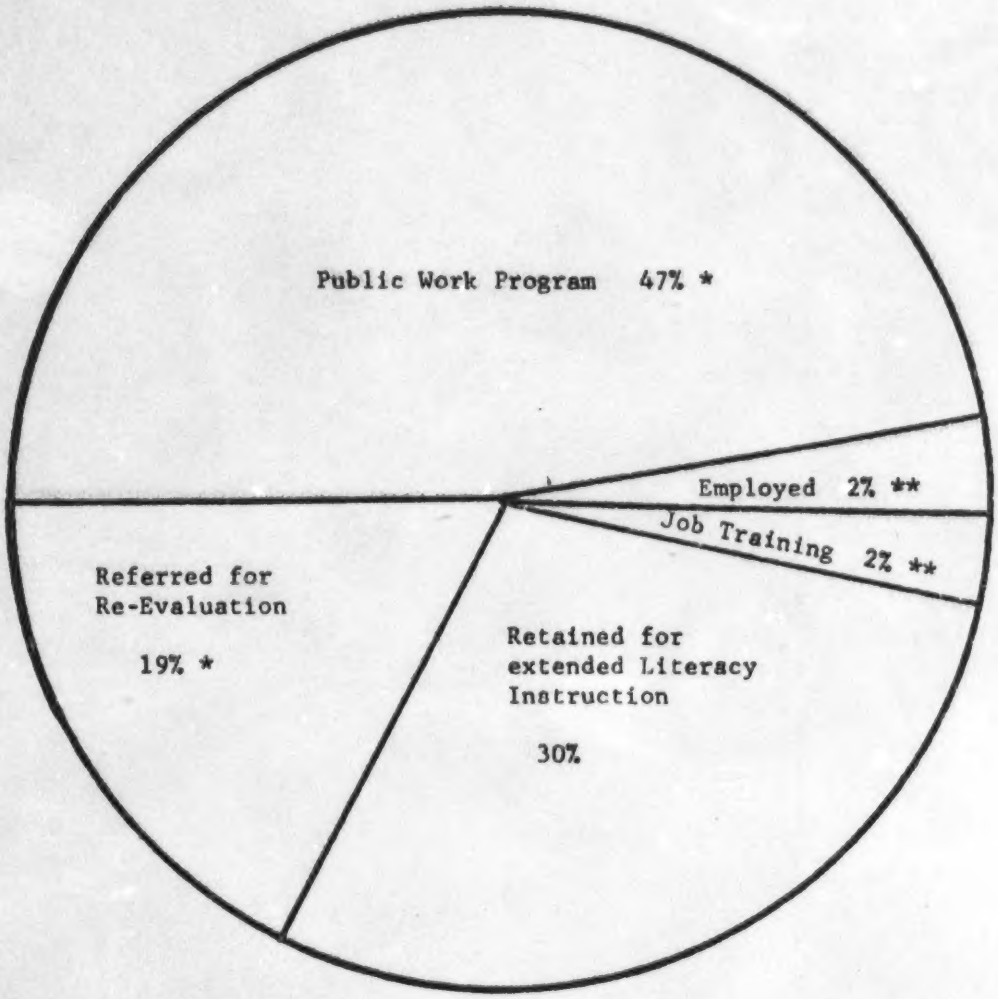
This page number is for purposes of cross-reference to SAMPLE PAGE FOUR: SIGNIFICANT HIGHLIGHTS.

PAGE FIVE: APPENDICES

PROGRAM IMPACT

Post Training - Assignments of Trainees

A total of 318 trainees completed a training cycle in the first 7 months of this project.



NOTE: These figures are based upon on-hand information available to the DSS on-site team. However, it is estimated that a significant portion of the trainees referred for Public Work Program* or Re-Evaluation* have been reasigned to Employment** or Job Training** at one of the nine district offices - welfare center.